Curriculum map: Geography

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**What is Geography?** Students are introduced to geography as a discipline, distinguishing physical from human geography through Antarctica and Madagascar. They learn the spatial scales of the subject — the difference between Great Britain, the UK and the British Isles — and use an atlas to locate continents and oceans. London is then studied in depth: its site, situation and connectivity as a global city, its land use and structure, patterns of national and international migration.	**Map Skills** Students identify OS map symbols and use eight-point compass directions, then build from four-figure to six-figure grid references and explain why the latter is more precise. They learn the three ways height is shown on a map and use contour lines and spot heights to describe the shape of the land, calculate straight-line and curved-line distances using scale, and describe routes across maps at different scales. Assessed at the end of the term.	**Investigating the Local Area — data collection in Crown Point** Students learn what geographical fieldwork is and why geographers do it, then frame their own enquiry questions, distinguish quantitative from qualitative data and choose sampling methods. They produce field sketches on the school site and consider how humans interact with its physical environment, before carrying out the Crown Point investigation into crime and quality of life. Data is presented using appropriate graphs, described using figures, and evaluated alongside their conclusions. **Key vocabulary:** Condensation, Evaporation, Microclimate, Infiltration, Fieldwork, Quantitative, Qualitative, Systematic Sampling, Stratified Sampling, Urban	**Investigating the Local Area — water cycle and microclimates** Students study the size and distribution of global water stores and the flows, stores and processes of the water cycle, then the features of a drainage basin and the human factors that alter it. Using the ACFOR scale they plan and carry out an infiltration investigation in Norwood Park, presenting and evaluating the data. The term closes with weather and climate: what drives weather, why high and low pressure make Britain's weather so changeable, and a microclimate investigation on the school site.	**Europe — UK and Brexit** Students distinguish Europe from the European Union, identify original and recent members, weigh the advantages and disadvantages of membership and explain how the UK left, before assessing whether Brexit was the right decision. They then define geopolitics and examine the relationship between Russia and Ukraine, why the West and NATO imposed sanctions, the possible futures of the conflict, and how the war has changed the world. The Year 7 assessment is completed before the end of term. **Key vocabulary:** Political, Erosion, Conflict, Realignment, Pariah, Annexed, Communist, Brexit, European Union (EU), Glaciers	**Europe — Climate and Glaciers** Students identify types of migrants and the factors behind movement, analysing trends from Ukraine into Europe and the pressure on Sami culture. Glaciation follows: when the ice age was, how glaciers form, and the processes of erosion, transportation and deposition. Landforms covered include corries, arêtes and pyramidal peaks alongside depositional features, with the hazards of living in glacial environments and the impact of climate change on them. The term ends with coastal weathering and erosion, headlands and bays, and the formation of caves, arches and stacks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	**Africa — Physical and Human Geography** Students locate Africa and challenge common perceptions of the continent, studying colonialism, why Europeans invaded and the path to independence. They define biomes, compare Africa's biomes and examine how over-consumption and exploitation damage them. Population distribution and density are mapped using a choropleth, before a focus on Lagos: why its population is growing so rapidly, and the social, economic and environmental challenges that follow. **Key vocabulary:** Perceptions, Colonisation, Exploitation, Consumption, Sparsely Populated, Densely Populated, Human Development Index (HDI), Gross Domestic Product (GDP), Biomes, Tributaries	**Africa — Development and Rivers** Students define development and how it is measured, compare GDP across Africa using the Development Compass and ask why development is uneven. Malawi is studied in depth against UK indicators, followed by strategies to close the development gap and a decision-making exercise assessing which would work best. The term ends with rivers: the key features of the River Nile, why it mattered to the Ancient Egyptians and matters today, and whether the High Aswan Dam was a positive or negative project.	**Climate Change — Fossil fuels and global warming** Students describe the different types of pollution and how humans exploit the environment and natural resources, then study the major fossil fuels, the greenhouse effect and why it is harmful. They assess the impacts of climate change on people today, weigh the advantages and disadvantages of renewable energy, and examine fast fashion and the environmental cost of the fashion industry. **Key vocabulary:** Environment, Pollution, Climate Change, Greenhouse Gases, Fossil Fuels, Renewable Energy, Microplastics, Fast fashion, Enhanced Greenhouse Effect, Light Pollution	**Climate Change — Solutions to Pollution** A project-based term. Students identify possible solutions to pollution, then work in groups to design, resource and implement their own project. The term also covers plastic pollution: the scale of the problem, how plastic is impacting the natural world, calculating UK plastic exports, and ranking and justifying possible solutions to the plastic crisis.	**Asia — Physical and Human Geography and Tectonics** Students locate the regions of Asia and compare them using bar graphs, then locate the continent's main physical features using an atlas. They learn the four layers of the Earth's structure and the theory of plate tectonics to explain the formation of the Himalayas, before studying the 2015 Nepal earthquake — its causes and impacts, and the difference between impacts and responses — and the effect on Nepal's tourism industry. **Key vocabulary:** Crust, Mantle, Inner Core, Convection Currents, Collisional Plate Boundary, Population, Primary Impacts, Secondary Impacts, Globalisation, Foreign Direct Investment (FDI)	**Asia — China investigation, using GIS** Students study China's demographics and learn what GIS is and how it is used, plotting points and data onto Google My Maps. They explore population density, age structure and the impacts of the One-Child Policy, internal migration and urbanisation, and the growth of China's economy. The term ends with students researching a current issue in China, building their own GIS and presenting to the class.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Caribbean and Extreme Weather** Students locate the Caribbean and study its colonisation, history and identity, including the Windrush generation, and assess the impacts of colonisation on its population. They define biomes, compare climate graphs and explain how climate shapes their distribution, then build the Global Atmospheric Circulation model. Tropical cyclone formation, characteristics and hazards follow, with Hurricane Sandy (Cuba, 2012) as the case study, and a comparison of vulnerability in developed and developing countries. GCSE-style exam questions begin here. **Key vocabulary:** Windrush Generation, Climate Graph, Global Atmospheric Circulation Model, High Pressure	**Caribbean and Tectonics** Students study the Earth's structure, the two types of crust and how convection currents drive plate movement, then the plate boundaries and the hazards associated with each. Earthquakes and tsunami formation are covered alongside how communities plan and prepare, with the 2010 Haiti earthquake as the case study — categorising primary and secondary impacts and short- and long-term responses. The term ends with types of volcano, hot spots, and how eruptions are monitored and predicted. **Key vocabulary:** Earthquake, Volcano, Seismic Wave, Pyroclastic Flow, Epicentre, Conservative Plate Boundary	**Russia — Is its geography a blessing or a curse?** Students locate Russia and its key physical features, examine the history of the Russian Empire, and describe its range of climates through climate graphs and the impact of permafrost on daily life. They produce composite bar charts to investigate wolf attacks and evaluate solutions, define natural resources and evaluate Russia's use of them, and study Chernobyl before an assessed piece on whether the UK should invest in nuclear power. GIS is used to investigate a region of Russia, alongside the Lomonosov Ridge and the Russia–Ukraine conflict. **Key vocabulary:** Chernobyl, Geographic Information System, Lomonosov Ridge, Geopolitics, biotic, abiotic, renewable, non-renewable, Uranium, Nuclear Energy, Sanctions	**GCSE: Paper 2 — Changing Cities: Birmingham** The GCSE course begins. Students study the process of urbanisation, the economic, social and political drivers of rapid urban growth, and the challenges of urban living — housing, transport, pollution and social inequality — before turning to urbanisation in the UK. Birmingham is the UK case study: its site, situation and connectivity, its structure through the Burgess and Hoyt models and how that has changed over time, and the patterns and impacts of migration on the city's demographics and culture. **Key vocabulary:** Central Business District (CBD), Greenbelt, Megacity, Conurbation, Suburbanisation, Counter-Urbanisation, Inner City Decline, Urban Regeneration, Gentrification, Rural-Urban Migration	**GCSE: Paper 2 — Changing Cities: Mexico City** Students complete Birmingham — its challenges around infrastructure, employment and social inequality, sustainable urban management and the stakeholders involved, and the changing retail landscape including the redevelopment of the Bullring. They then turn to Mexico City as the contrasting case study: its site, situation and structure, how its urban issues differ from Birmingham's, its socio-economic inequalities, and the local and international actors promoting sustainability.	**GCSE: Paper 2 — Resource Management** Students study the global distribution and consumption of natural resources and how this shapes economic development and geopolitical relationships. Renewable and non-renewable sources are compared alongside world energy supply and demand, fracking and its controversies, and the UK's energy mix. China and Germany are studied as contrasting energy case studies, before the principles and strategies of sustainable energy management. **Key vocabulary:** Renewable Energy, Non-Renewable Energy, Energy Mix, Energy Security, Fossil Fuels, Hydroelectric Power, Solar Power, Wind Power, Biomass, Carbon Footprint

Key Stage 4

Exam Board: Edexcel A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	**Paper 2: Changing Cities (recap); Global Development** Changing Cities from Year 9 is recapped, then Global Development begins. Students study the concept of development and its multi-dimensional nature, the economic, social and human indicators used to measure it and their strengths and limitations, global patterns of development and the historical and geopolitical factors behind them, and the impacts of uneven development on access to resources, education and healthcare. **Key vocabulary:** Demographics, Developing, Emerging, Middle Class, Uneven Development, Top-down, Aid, Debt Relief, Fairtrade, Remittance	**Paper 2: Global Development** Students study international strategies for reducing uneven development and the organisations behind them, and compare top-down with bottom-up approaches. India is the case study: its location and context, its uneven internal development, its changing economy and demographics, its geopolitics and technology, the positive and negative impacts of rapid development, and the sustainable solutions being pursued.	**Paper 1: UK Landscapes and Coasts** Students study how geology has shaped UK landscapes, the characteristics of upland and lowland areas, and how human activity modifies them. Coastal work covers waves and geology, concordant and discordant coastlines, weathering and erosion, erosional landforms including wave-cut platforms, arches, stacks and stumps, and depositional landforms including beaches, spits and bars. OS map skills are applied to coastal features, before human activity on the coast, coastal flooding, and hard and soft engineering management. **Key vocabulary:** Geology, Weathering, Deposition, Mass Movement, Longshore Drift, Discordant, Velocity, Discharge, Hard Engineering, Soft Engineering	**Paper 1: UK Landscapes and Rivers** Students study the river basin and its components, and the interconnected processes of weathering, erosion and transportation. Upper, middle and lower course features are covered — waterfalls and V-shaped valleys, meanders, floodplains and oxbow lakes, deltas, estuaries and levees — with the River Dee as the case study. The term ends with the causes and effects of UK flooding, storm hydrographs, and hard and soft engineering river management.	**Paper 1: Weather and Climate** Students study the UK climate and the factors shaping it — latitude, ocean currents and prevailing winds — and the global atmospheric circulation system including the Hadley, Ferrel and Polar cells. Natural causes of climate change, including volcanic activity, solar variability and orbital variations, are set against the evidence for contemporary change and its human causes. **Key vocabulary:** Milankovitch Cycles, Hadley Cell, Jet Stream, Coriolis Effect, Convectional Rainfall, Drought, Arid, Tropical Storm, Vulnerability, Industry	**Paper 1: Weather and Climate; Coasts trip** Tropical storm theory is studied alongside Hurricane Sandy and Typhoon Haiyan as case studies, followed by drought theory and the California drought. The term ends with the coastal fieldtrip to Eastbourne: students formulate clear and testable hypotheses on sediment size, longshore drift and groyne condition, and select appropriate primary and secondary data collection methods including sediment analysis, beach profiles and bipolar analysis. **Key vocabulary:** Ethics, Hypothesis, Enquiry Question, Stratified Sampling, Random Sampling, Systematic Sampling, Primary Data, Secondary Data, Anomaly, Statistics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	**Paper 1: Ecosystems** Students study the global distribution of biomes and the global and local factors that determine where they are found, the biosphere and how humans exploit it, and UK ecosystems and how humans have altered their distribution. The tropical rainforest is then studied in depth: its nutrient cycle, its structure, how the climate has produced that structure, and how the nutrient cycle changes as climate changes. **Key vocabulary:** Biomass, Canopy, Buttress Roots, Marine, Sustainable, Biofuels, Biodiversity, Conservation, Deforestation, Ecotourism	**Paper 1: Ecosystems** Students complete the tropical rainforest — why humans deforest it, the causes of deforestation, and the effectiveness of sustainable management techniques. The deciduous woodland follows: its distribution in the UK and globally, its structure, and how its nutrient cycle compares with the rainforest, with the New Forest as the case study for deforestation pressures and sustainable management.	**Paper 3: Urban Investigation and Fieldwork** Students plan and carry out the urban investigation in West Norwood, formulating testable hypotheses on urban land use and socio-economic characteristics and choosing appropriate methods including surveys, interviews and environmental quality surveys. They process and present data, apply basic statistical techniques, compare their findings with secondary sources, and draw and critically evaluate conclusions. The coastal investigation from the summer is reviewed alongside, and exam questions applying fieldwork skills are practised. **Key vocabulary:** Ethics, Hypothesis, Enquiry Question, Stratified Sampling, Random Sampling, Systematic Sampling, Primary Data, Secondary Data, Anomaly, Statistics	**Paper 3: UK Challenges** The synoptic unit, drawing on every previous GCSE topic, which is why it is taught last. Theme 1 covers UK population growth and its pressure on resource consumption; Theme 2 the 'two-speed economy' and the costs and benefits of greenfield development against brownfield regeneration; Theme 3 the sustainable management of National Parks and of flood risk, including coastal flooding; Theme 4 the impacts of climate change on the UK and the local and national responses to it. Each theme is followed by exam practice on Paper 3 command words and question structures.	**Revision — Resource Management priority** Revision and examination preparation across the course, with Resource Management prioritised as it was last studied in Year 9.	Exams

Key Stage 5

Exam Board: Edexcel A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Tectonics; Regenerating Places <u>Tectonics:</u> Students study the structure of the Earth and the theory of plate tectonics, examining how convection currents and processes like slab-pull drive plate movement at constructive, destructive, collision and conservative boundaries. The distribution and characteristics of volcanic and seismic hazards are explored, along with the concept of the hazard risk equation and how factors such as vulnerability and capacity to cope affect a place's disaster risk. The topic then looks at how people and governments manage tectonic hazards, evaluating strategies of prediction, protection and planning, often through contrasting case studies of tectonic events in different levels of development.	Tectonics; Regenerating Places <u>Regenerating Places</u> Students study how places develop distinct identities, shaped by their economic, social, demographic and cultural characteristics, and how these differ between contrasting locations. The causes of uneven development, such as deindustrialisation and globalisation, are examined alongside their impacts, including inequality and deprivation. The topic then explores top-down and bottom-up strategies used to regenerate places, evaluating their success in improving quality of life	Coasts; Globalisation <u>Coasts</u> Students study coasts as dynamic systems shaped by waves, tides, currents and geology, looking at how erosion, transportation and deposition create landforms such as headlands, cliffs, caves, arches, stacks, beaches, spits and sand dunes. The causes and effects of sea level change are examined, along with resulting landforms like rias and fjords. The topic also covers coastal ecosystems (such as sand dunes and salt marshes) and the threats they face, before considering how coastlines are managed through hard engineering, soft engineering and sustainable approaches, often using UK case studies.	Coasts; Globalisation <u>Globalisation</u> Students study the causes and characteristics of globalisation, examining the role of trade, transport, communications technology and international financial institutions in creating an increasingly interconnected world. The impacts of globalisation on different players, including TNCs, nation states and civil society, are explored, along with the winners and losers this creates at a range of scales. The topic also considers global systems, such as international trade agreements and financial flows, and how these shape patterns of development and dependency, often through case studies of TNCs and their impacts on people and places.	Coasts; Superpowers <u>Superpowers</u> Students study the changing nature and drivers of global power, examining how economic, political, military and cultural factors, along with resource control and demographic trends, allow states to emerge and maintain superpower status. The rise of emerging powers is explored alongside established superpowers, considering shifts in the global balance of power over time and the spheres of influence this creates. The topic also looks at how superpowers exert influence through international institutions, trade, aid and military alliances, and evaluates the consequences of this, including conflict and unequal development, often through case studies such as the USA and China.	NEA; Superpowers <u>NEA</u> Students undertake an independent investigation into a geographical question or issue of their own choice, drawing on any part of the specification content studied. This involves planning appropriate primary and secondary data collection methods, carrying out fieldwork to gather relevant data, and applying suitable data presentation and analysis techniques to identify patterns and relationships. The investigation requires students to write a coherent report with a clear structure, evaluating the reliability of their methodology and drawing substantiated conclusions that relate back to their original question.

Year 13						
	Migration, Identity and Sovereignty; NEA **Migration, Identity and Sovereignty** Students study the causes and types of migration, including economic, forced, and internal movements, and how these are influenced by globalisation and government policy. The impacts of migration on both source and host places are explored, considering effects on identity, culture and social cohesion, as well as the tensions this can create. The topic also examines the concept of sovereignty, looking at how nation states manage their borders and respond to migration through policies of control or integration, and evaluates the conflicts between national identity, human rights and international cooperation, often through contrasting case studies.	**Migration, Identity and Sovereignty; Carbon Cycle and Energy Security** **Carbon Cycle** Students study the carbon cycle as a system, examining the stores and transfers of carbon between the atmosphere, oceans, biosphere and lithosphere, and the processes such as photosynthesis, respiration, combustion and sedimentation that drive these flows. The factors affecting the carbon cycle, both natural and human-induced, are explored, including the role of fossil fuel use, deforestation and land use change in altering carbon stores and contributing to climate change. The topic also considers the link between the carbon cycle and climate, evaluating the causes and consequences of climate change, and looks at strategies for managing carbon emissions, such as mitigation and adaptation, often through case studies of specific environments or events.	**Migration, Identity and Sovereignty; Water Cycle and Water Security** **Water Cycle and Water Security** Students study the water cycle as a system, examining the stores and transfers of water between the atmosphere, oceans, ground and land, and the processes such as evaporation, condensation, precipitation and infiltration that drive these flows. The factors affecting the water cycle at a drainage basin scale, both natural and human-induced, are explored, including the role of climate, vegetation, land use and urbanisation in altering flows and stores. The topic also considers the causes and impacts of drought and flooding, evaluating how these hazards are managed, often through case studies of specific drainage basins or events.	**Water Cycle and Water Security (concluded); Paper 3 preparation** **Paper 3 preparation** Paper 3 draws together knowledge from across the whole specification, applying it to a geographical issue based on an Ordnance Survey map extract of a real place. Students explore this issue through the synoptic themes of players, attitudes and actions, and futures and uncertainties, making links between topics and constructing evidence-based arguments to reach a substantiated judgement.	**Revision** Revision and examination preparation across the course.	**Exams**